

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency Document Control Center Grants Administration 2014 DEC 15 PM 2:35 Place date stamp here
Contact information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #
The Beta Foundation		101870	Beta Academy	NA
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
101870	4	29	07-964-5629	
Mailing address			City	State ZIP Code
9701 Almeda Genoa Rd.			Houston	TX 77075

Primary Contact

First name	M.I.	Last name	Title
Latisha		Andrews	Superintendent/CEO
Telephone #	Email address		FAX #
832-656-5841	landrews@betaacademy.org		281-486-4800

Secondary Contact

First name	M.I.	Last name	Title
Teresa		Sones	President
Telephone #	Email address		FAX #
713-598-1041	tsones@betaacademy.org		281-486-4800

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Latisha		Andrews	Superintendent/CEO
Telephone #	Email address		FAX #
832-656-5841	landrews@betaacademy.org		281-486-4800
Signature (blue ink preferred)		Date signed 12/10/14	

Latisha Andrews

Only the legally responsible party may sign this application.

701-15-101-004

Schedule #1—General Information(cont.)County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.

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4	Federal Definition of a Public Charter School	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

APPLICANT BACKGROUND: The fundamental mission and purpose of Beta Academy is to create a school with an environment of hope that not only nurtures but challenges students to become successful academically and in life. We exist to help families find the best educational fit for their children. We purpose to provide a haven of differentiated learning for students who are slipping through the cracks and "left behind" in their current academic environments. Research shows too many children are performing below grade level in reading and math, as well as other content areas. The United States continually performs at a mediocre or below average level on the Programme for International Student Assessment (PISA), especially in the areas of science and math. It is Beta Academy's goal to turn the tides of mediocre education and create a culture of positive change to bring our scholars into a place of global competitiveness.

CURRICULUM/INSTRUCTIONAL PROGRAM: Beta Academy will offer a rigorous education program characterized by an array of teacher-directed learning methods, active scholar participation, and exceptional, quantifiable academic achievement. Teachers will maintain autonomy in their respective classrooms with respect to the methods employed for each day's activity. Whole class instruction, small group instruction, independent study, and one-on-one tutoring, designed to enhance scholar interest and facilitate learning, are foundational to Beta Academy's instructional methodology. Beta Academy teachers will systematically focus instructional methods and strategies of brain-based teaching through:

- **Whole Brain Teaching (WBT):** WBT, primary instructional method Beta Academy teachers will be trained in and use, is reported to assist teachers in raising their scholars state test scores by 20-30%. Teachers across the United States who utilize Whole Brain Teaching as the framework for their classroom instruction report state test scores exceeding those of traditional teachers by 20-30% (wholebrainteaching.com). A survey of teachers using WBT reports that "98% of educators believe WBT is superior to every other teaching system" and as we intend to be superior in our instructional methods, WBT is a natural fit for our pedagogy.
- **Hands on Learning:** In addition to WBT instructional methods, Beta Academy teachers will employ hands-on learning activities and instruction in order to engage all learners. "By using hands-on instruction, educators are fostering the 21st century skills that students need to be successful: critical thinking, communication, collaboration, and creativity. Hands-on activities encourage a lifelong love of learning and motivates students to explore and discover new things" (Bass, et al.) To instill a love of learning in our scholars is definitely the desire and intention of Beta Academy.
- **Interactive Student Notebooks (ISN):** ISN's, another form of brain-based teaching which encourages students to take an active role in understanding the classroom content deeply and storing it in their long-term memory

Additionally, the **AVID** system of instruction, implemented across grade levels, will help scholars develop a greater sense of personal responsibility for the learning process by requiring organization, verbal and written communication, inquiry, collaboration and accountability. By participating in AVID strategies, Beta Academy scholars will begin preparation for college and career success at the elementary level, continuing through high school.

NEEDS ASSESSMENT: The need for an open-enrollment public charter school among members of a predominantly Hispanic, low to middle socio-economic status student population is evident. The 77075 zip code is a community comprised of a 62-64% Hispanic/Latino population with 17.5% of its constituents living below poverty level (zipcodes.com, BiggestUSCities.com). Within this demographic, approximately 30% of those 25 years of age and older have no high school diploma and only 12.4% of those in this age cohort have college degrees (BiggestUSCities.com). This population of at risk students is further disadvantaged by other risk factors for high school dropout such as high family mobility among the Hispanic population, low educational expectations associated with language barriers, family member high school and college dropout, and an incidence of at least 16% single parent families (zipcodes.com).

Process/Alignment with Grant Goals and Objectives: The need for a high-quality education in a low-income geographic area calls for excellence in the core content areas, student enrichment and extension, and targeted interventions to ensure all students are growing academically. The objectives listed on page 16 are aligned with these needs. Achievement of these objectives will be measured by student academic performance and growth (NWEA MAP, TPRI, STAAR, STAAR Index 2, and TELPAS) as well as staff retention and participant satisfaction/school climate.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

BUDGET DEVELOPMENT

The budget for Beta Academy was developed by the Superintendent/CEO/Principal, the Chief Financial Officer (CFO), Treasurer/Vice President, and President. This Leadership Team met during November and December 2014 to determine funding needs based on the school community's demographics, a review of student achievement gaps in neighboring public schools, Beta Academy's identified curriculum, and other operational needs based on the Superintendent's previous charter school experience. In this way, the budget was developed through a balance of experience and projections/expectations.

ENSURING HIGH-QUALITY MANAGEMENT

The Beta Academy Leadership Team (noted above) brings a wealth of school leadership and management experience to the operation of Beta Academy. Latisha Andrews, CEO of The Beta Foundation, possess a stellar academic and leadership record. Latisha will act as the Principal for the first year of operation. She graduated Summa Cum Laude with a 4.0 in Master of Business Administration and currently serves as the Director of a charter school in Pasadena, Texas. Prior to working for Responsive Ed, Latisha was a first grade teacher for five years at Life Christian Academy in Houston, where she subsequently served as the elementary school principal until the school ceased operations in 2010. A consummate leader, Latisha has since opened and operated a private academy debt free for four years, often foregoing personal salary to pay qualified teachers and to provide scholarships for students who could not afford the low-tuition rates.

PROJECT EVALUATION/PROGRESS MEASUREMENT

Beta Academy will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include criterion- and norm-referenced test results [Reading Horizons, Accelerated Reader (AR) Reading, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Texas Primary Reading Inventory (TPRI), State of Texas Assessments of Academic Readiness (STAAR and STAAR Index 2), Texas English Language Proficiency Assessment System (TELPAS)], staffing reports (including performance reports and retention data), and surveys/interviews of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use DMAC Solutions (student data management software) to track data.

POPULATION TO BE SERVED

The project student population to be served by Beta Academy will reflect the ethnic diversity that is present in the Pasadena Independent School District, which falls within the same geographic area. Pasadena ISD has an enrollment of 51,000 students. Of this population, 77.2% are Hispanic with a low economic indicator; 75% qualify for free or reduced price meals (International Center for Leadership in Education 2010). City-Data.com average Adjusted Gross Income (AGI) for 77075 is \$30,975, while statewide, the AGI is \$47,881. Compounding the reported income disparity, the 77075 community is also plagued with high crime and illegal drug usage, a high incidence of substandard living conditions, and high representation of single parent families. Beta Academy offers a compassionate, effective, zero-cost community response to these alarming trends. In year 1 of operations, Beta will serve 400 students in grades K-6. In year 2, we will serve 480 students in grades K-7, continuing to add a grade each year until we reach full K-12 enrollment (1,680 students).

PRIORITY/FOCUS SCHOOLS

We anticipate that **65 students, 16.25% of the total enrollment**, will be drawn from three area priority or focus schools.

COMMITMENT TO APPLICATION COMPLETENESS/ACCURACY

Beta Academy Superintendent/CEO assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, Beta Academy is not required to respond to Statutory Requirements 6-15. In addition, Beta Academy meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$214,429	\$0	\$214,429
Schedule #8	Professional and Contracted Services (6200)	6200	\$70,000	\$0	\$70,000
Schedule #9	Supplies and Materials (6300)	6300	\$289,600	\$0	\$289,600
Schedule #10	Other Operating Costs (6400)	6400	\$2,800	\$0	\$2,800
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$223,100	\$0	\$223,100
Grand total of budgeted costs (add all entries in each column):			\$799,929	\$0	\$799,929

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101870				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher	23		\$104,917	\$	\$104,917
2	Educational aide	2		\$4,500	\$	\$4,500
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director – Superintendent/CEO	1		\$25,000	\$	\$25,000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor – Instructional Mgr	1		\$4,584	\$	\$4,584
8	Secretary/administrative assistant	3		\$7,500	\$	\$7,500
9	Data entry clerk (or noninstructional aide)	1		\$2,500	\$	\$2,500
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Nurse	1		\$1,250	\$	\$1,250
16	Chief Financial Officer	1		\$3,750	\$	\$3,750
17	Security	1		\$1,042	\$	\$1,042
18	Subtotal employee costs:			\$155,043	\$0	\$155,043
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112 Substitute pay			\$1,200	\$	\$1,200
20	6119 Professional staff extra-duty pay			\$15,300	\$	\$15,300
21	6121 Support staff extra-duty pay			\$	\$	\$
22	6140 Employee benefits (25% of all pay listed above)			\$42,886	\$	\$42,886
23	61XX Tuition remission (IHEs only)			\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$59,386	\$0	\$59,386
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$214,429	\$0	\$214,429

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **101870**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Planning	Implement- ation	TOTAL Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$		\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$	\$	\$
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implemen- tation	TOTAL Budgeted
1	Professional Development (PD): Whole Brain Teaching	<input type="checkbox"/>	\$7,500	\$	\$7,500
2	PD: Interactive Student Notebooks	<input type="checkbox"/>	\$5,000	\$	\$5,000
3	PD: AVID	<input type="checkbox"/>	\$6,500	\$	\$6,500
4	PD: Hands-on Learning	<input type="checkbox"/>	\$3,500	\$	\$3,500
5	Website Design	<input type="checkbox"/>	\$3,500	\$	\$3,500
6	Design and printing of marketing and recruitment materials	<input type="checkbox"/>	\$3,500	\$	\$3,500
7	Insurance (2 months)	<input type="checkbox"/>	\$3,000	\$	\$3,000
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$32,500	\$0	\$32,500
a. Subtotal of professional and contracted services requiring specific approval:			\$0	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants:			\$0	\$0	\$0
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval*:			\$37,500	\$0	\$37,500
(Sum of lines a, b, and c) Grand total			\$70,000	\$0	\$70,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.***Remaining 6200: \$37,500**

--ESL Reading Horizons Site License: \$22,500

--IT Services (computer installations and maintenance): \$15,000

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **101870**

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implemen- tation	TOTAL Amount Budgeted
	1	Desktops	Student instruction/ computer lab	30	\$1,200	\$200,500	\$0	\$200,500
	2	Desktops	Office/Admin	6	\$1,200			
	3	Laptops	Student instruction/ individual student use	200	\$300			
	4	Laptops	Teacher/staff use; lesson planning, data management, communication	30	\$900			
	5	Tablets	Student instruction, projects, data collection	60	\$450			
	6	Printers	Classroom/student/ teacher use	30	\$200			
	7	Printers	Office/Admin	4	\$200			
	8	Projector s	Whole-class instruction	25	\$500			
	9	SmartBo ards	Whole-class instruction (shared)	2	\$1,000			
	10	TVs/DVD s	Communication, student instruction	4	\$500			
		Documen t cameras	Teacher use/student instruction	25	\$800			
6399	Technology software—Not capitalized					\$13,000	\$0	\$13,000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$213,500	\$0	\$213,500
	Remaining 6300—Supplies and materials that do not require specific approval: (SEE NEXT PAGE FOR DETAIL)					\$76,100	\$0	\$76,100
Grand total:						\$289,600	\$0	\$289,600

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Remaining 6300:

NWEA MAP assessment materials	\$10,000
AVID curriculum materials	\$15,000
Math manipulatives	\$7,500
Maps, globes, social studies materials	\$3,400
Books for classroom libraries	\$24,500
PE/Recreation equipment (bats, balls, cones, nets, pennies, timers, etc.)	\$6,000
Student recruitment and marketing materials	\$3,500
Carts for TV/DVD players	\$600
Walkie-talkies for administrative communication	\$2,000
Hall pass security system	\$600
Nonconsumable office/admin/desk supplies (waste baskets, desk organizers, staplers, scissors, etc.)	\$1,500
Misc. peripheral computer cables, dongles, power strips, HDMI cables, extension cords, etc.	\$1,500
TOTAL:	\$76,100

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 101870		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval: (Travel associated with teacher recruitment—Mileage/airfare, hotel/lodging, per diem, etc.)		\$2,800	\$0	\$2,800
Grand total:		\$2,800	\$0	\$2,800

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **101870**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1	Accelerated Reader books and software	N/A	N/A	\$15,000	\$0	\$15,000
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
66XX/15XX—Technology software, capitalized						
11	PEIMS/Payroll/HR (Websmart or similar)	1	\$30,000	\$30,000	\$0	\$30,000
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles						
16	Exec desks	4	\$600	\$2,400	\$	\$2,400
17	Exec chairs	4	\$200	\$800	\$	\$800
18	Admin desks	4	\$450	\$1,800	\$	\$1,800
19	Admin chairs	4	\$200	\$800	\$	\$800
20	Teacher desks/tables	25	\$400	\$10,000	\$	\$10,000
21	Teacher chairs	25	\$200	\$5,000	\$	\$5,000
22	Student desks	400	\$200	\$80,000	\$	\$80,000
23	Student chairs	400	\$75	\$30,000	\$	\$30,000
24	Color copier	1	\$8,200	\$8,200	\$	\$8,200
25	Locking file cabinets/carts for student records and medications	8	\$200	\$1,600	\$	\$1,600
26	Cafeteria tables	15	\$1,600	\$24,000	\$	\$24,000
27	Bookshelves – office	10	\$300	\$3,000	\$	\$3,000
28	Bookshelves - classrooms	25	\$300	\$6,250	\$	\$6,250
29	Shelving unit for teacher workroom	1	\$2,000	\$2,000	\$	\$2,000
30	Paper cutter	1	\$250	\$250	\$	\$250
31	Laminator	2	\$400	\$800	\$	\$800
32	High-capacity shredder	1	\$800	\$800	\$	\$800
33	Fax/scanner for office/admin use	1	\$400	\$400	\$	\$400
Grand total:				\$223,100	\$0	\$236,150

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EDUCATIONAL NEED

Community interest generated by surveys and feedback from public hearings indicate significant interest. The need for a future Beta Academy open-enrollment public charter school among members of a predominantly Hispanic, low to middle socio-economic status student population is evident. The 77075 zip code is a community comprised of a 62-64% Hispanic/Latino population with 17.5% of its constituents living below poverty level (zipcodes.com, BiggestUSCities.com). Within this demographic, approximately 30% of those 25 years of age and older have no high school diploma and only 12.4% of those in this age cohort have college degrees (BiggestUSCities.com). This population of at risk students is further disadvantaged by other risk factors for high school dropout such as high family mobility among the Hispanic population, low educational expectations associated with language barriers, family member high school and college dropout, and an incidence of at least 16% single parent families (zipcodes.com). While we recognize these statistics describe the community, the children from this community have infinite potential to become part of the solution. We believe our scholars will be the leaders in positive change, not only in their community but in the world they enter upon graduation from Beta Academy.

To raise world-class leaders, families within the proposed geographical boundary need a school of choice to help break the cycle of poor academic performance among their children. Many children living within five to seven miles of the proposed site for the initial Beta Academy campus are zoned to schools ranking among the worst in Pasadena ISD and in the State of Texas as a whole. Jackson Intermediate, for example, ranks below 80.2% of middle schools in Texas and last among 10 ranked middle schools in Pasadena ISD. Similarly, Gardens Elementary School ranked worse than 89.5% of elementary schools in the state and last among 35 elementary schools in PISD (SchoolDigger.com). Beta Academy offers hope to families seeking to overcome the influences of these multiple factors, which place their children at risk for poor school performance and failure to earn high school diplomas and college degrees. An open-enrollment process will guide enrollment of scholars at Beta Academy, maintaining a pathway of equal access to a quality, life-changing educational experience.

PROCESS

Beta Academy conducted the following activities when assessing its need for Public Charter School Startup Grant resources:

- Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, Priority/Focus schools, etc.);
- Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics);
- Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills);
- Review of planned curriculum materials needed and related school operational costs;
- Informal interviews with prospective parents and business/community members; and
- Reflection on previous/current experiences in charter school leadership and lessons learned.

ALIGNMENT WITH GRANT GOALS/OBJECTIVES

As a result of the needs assessment process, the Leadership Team identified the following top five needs to address with resources from this Public Charter School Program Startup Grant:

1. Students need academic instruction that comes from research-based, brain-based instructional methods and strategies;
2. Students need guidance and structures to develop a personal responsibility for the learning process (organization, verbal and written communication, inquiry, collaboration and accountability);
3. Students not meeting standards need academic interventions to remediate deficiencies;
4. Students and teachers need to effectively integrate technology into core curriculum; and
5. Teachers need intensive professional development in their core content areas, effective use of student data, and program-specific curriculum and instruction.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need academic instruction that comes from research-based, brain-based instructional methods and strategies	Beta Academy will apply Whole Brain Teaching, Hands-on Learning, and Interactive Student Notebooks to TEKS-based instruction and instructional materials to ensure student academic success in the core content areas of reading/language arts, math, writing, science, and social studies. Additionally, ESL students will use Reading Horizons to improve their English-language reading skills, and all students will use Accelerated Reader (AR) Grant funds will provide curriculum materials in the core content areas, Reading Horizons site license, AR books and software, PE/recreation equipment, classroom libraries, and teacher training/professional development (PD) – see also #5, below.
2.	Students need guidance and structures to develop a personal responsibility for the learning process (organization, verbal and written communication, inquiry, collaboration and accountability)	Beta Academy students will benefit from the AVID system of instruction Grant funds will provide AVID materials and related teacher training/PD – see also #5, below
3.	Students not meeting standards need academic interventions to remediate deficiencies	Beta Academy will use whole-class instruction, small-group instruction, independent study, and one-on-one tutoring to enhance scholar interest and facilitate learning. Teachers will use a variety of diagnostic instruments to assess current knowledge, measure student growth, and individualize instruction. ESL students will benefit from additional targeted reading instruction. Grant funds will provide Reading Horizons site license, NWEA MAP assessment and testing materials, DMAC student data management system, and all related teacher training (see also #5, below) to ensure teachers have all the tools they need to diagnose learning deficits and advance student academic growth.
4.	Students and teachers need to effectively integrate technology into core curriculum	Beta Academy will use technology to remediate student deficiencies and weaknesses and accelerate academic growth and achievement as well as to access online instructional materials, encourage hands-on learning, encourage communication between and among students and teachers, and develop students' 21 st Century skills. Grant funds will provide laptops for students, teachers and staff; tablets for students; recharge carts for class sets of hardware; printers for teachers and students; and TVs/DVDs, document cameras, projectors, and SmartBoards for whole-class instruction
5.	Teachers need intensive professional development in their core content areas, effective use of student data, and program-specific curriculum and instruction	Beta Academy will ensure that all teachers have the tools they need to effectively instruct students in TEKS-aligned curriculum, diagnose and assess student learning, communicate student academic progress to students and parents, remediate identified student weaknesses, and accelerate learning so that all students experience one or more years' academic growth each year. Grant funds will provide teacher training in Whole Brain Teaching, Interactive Student Notebooks, Hands-on Learning, AVID, Reading Horizons, Accelerated Reader, DMAC Solutions data management, and student academic diagnosis and assessment (NWEA MAP testing)

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Schedule #14—Management PlanCounty-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent/CEO/Principal	At least 10 years' experience in public and/or private education leadership, operations, and management; Master's degree required; demonstrated ability to lead/manage others and improve student achievement.
2.	Human Resources Manager	Experience in human resources, employee recruiting and retention, employee benefits, employee training and related areas; familiarity with public education hiring, evaluation, and related processes; Bachelor's degree required;
3.	CFO/Business Manager	At least 5 years experience in financial management and generally accepted accounting principles (GAAP); familiarity with TEA financial procedures and processes; MBA required;
4.	Teachers	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required (as appropriate to the position); demonstrated competence in teaching
5.	Consultants	External professional development providers will be selected by the CEO and CAO who will seek testimonials from prior clients and verify the research basis for all PD to be delivered

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By June 2016, at least 85% of all students in grades K-2 will meet standards on the TPRI.	1. All K-2 classrooms staffed w/highly qual teachers	05/01/2015	08/01/2015
		2. All K-2 teachers participate in 18+ hours PD	07/01/2015	05/01/2016
		3. At least 50% K-2 students meet std on benchmark	09/01/2015	12/31/2015
		4. At least 75% K-2 students meet std on benchmark	01/01/2016	05/01/2016
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2015	05/31/2016
2.	By June 2016, at least 80% of all students who are assessed will have achieved acceptable performance on the Rdg and Math STAAR.	1. All grade 3-8 classrooms staffed w/highly qualified teachers	05/01/2015	08/01/2015
		2. All grade 3-8 teachers participate in 18+ hours PD	07/01/2015	05/01/2016
		3. At least 60% students pass benchmark	09/01/2015	12/31/2015
		4. At least 75% students pass benchmark	01/01/2016	05/01/2016
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2015	05/31/2016
4.	By June 2016, at least 35% of all students will show at least one year of growth in math and reading as measured by STAAR Index 2.	1. All grade 3-8 classrooms staffed w/highly qualified teachers	05/01/2015	08/01/2015
		2. At least 95% of rdg and math teachers trained in Index 2 and appropriate instructional strategies	08/01/2015	11/01/2015
		3. At least 25% of students show one year rdg growth	12/01/2015	05/01/2016
		4. At least 25% of students show one year math grwth	12/01/2015	05/01/2016
		5. Struggling students receive additional help via iStation, Accelerated Reader, Reasoning/Mentoring Minds, etc.	09/15/2015	06/30/2016
5.	By June 2016, at least 75% of all ESL students will have advanced at least one level over their baseline reading TELPAS.	1. At least 90% ESL students have highly qual teachers	08/01/2015	05/31/2016
		2. At least 90% of all st. have written academic plans	09/15/2015	06/30/2016
		3. At least 50% of ESL st. have advanced 1+ levels	10/01/2015	02/01/2016
		4. At least 65% of ESL st. have advanced 1+ levels	02/01/2016	05/15/2016
		5. Struggling students receive additional academic assistance, tutorials, individualized instruction, etc.	09/01/2015	06/30/2016

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Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Beta Academy Leadership Team, as supported by other staff as appropriate, will conduct weekly meetings during which the financial, physical, academic, and human resource needs are discussed, monitored, and adjusted according to ongoing data reviews.

Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule:

- **Weekly**—The Leadership Team (Superintendent/CEO/Principal, CFO, Human Resources Manager, and others) and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate;
- **Monthly**—The Leadership Team will meet with school board and business and community partners as appropriate to communicate updates and monitor and adjust project activities and management; Superintendent/CEO/Principal schedules teachers and support staff to attend and participate in professional development.
- **Semi-annually**— The Superintendent/CEO/Principal (as supported by teachers, data personnel, and others) completes evaluation reports as required by TEA and reports results to the Beta Academy learning community via board meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all stages of project implementation and management, the Beta Academy Superintendent/CEO/Principal will involve the CFO, and data and finance personnel, who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Procurement records.

In addition, Beta Academy and its charter holder, The Beta Foundation, is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 101870		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	QUANTITATIVE: Review of student data management system and teacher use	1.	All teachers trained in DMAC Solutions student data management
		2.	At least 95% of teachers use DMAC to inform and personalize instruction
		3.	At least 95% of teachers use (and are assessed on) Whole Brain Teaching, Hands-on Learning, and Interactive Student Notebooks
3.	QUANTITATIVE & QUALITATIVE: Review of staffing (open/filled positions, teacher/staff attendance, satisfaction, retention, perform.)	1.	All instructional and support staff positions filled by 08/01/2015
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals for 2015-16
		3.	Teacher retention is 85% or higher by 08/01/2016
4.	QUALITATIVE: Review of survey/focus group/interview data (teacher/staff, parents, students)	1.	Faculty/staff satisfaction is 85% or higher based on an anon annual survey
		2.	Leadership Team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		3.	Leadership Team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			

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Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested. Additional data will be provided through NWEA MAP, AR, and AVID.

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

The Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The Beta Academy Superintendent/CEO/Principal will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place **weekly** during the planning period (May - August) and **monthly** during the implementation period (September 2015 – July 2016) as grant personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Superintendent/CEO/Principal will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Leadership Team throughout the funding period.

Feedback for ongoing refinement of this Public Charter School Startup Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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By TEA staff person:

Beta Academy is a campus operated by The Beta Foundation, which has been authorized by the Texas Education Agency as a Generation 19 **Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. As such, The Beta Foundation is a Local Education Agency (LEA).

The governing body of The Beta Foundation is a four-member Board of Directors.

- Teresa Sones, President
- Timothy Wayne King, Vice President/Treasurer
- Justin James, Secretary
- Helen Abernathy, Director

Beta Academy is led by the Superintendent/CEO/Principal. See page 18 for the qualifications of these positions as well as for instructional staff and external consultants.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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By TEA staff person:

The primary source of funding for the continued operation of Beta Academy once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2015-16 school year, this will be based on an enrollment of at least 400 students in grades K-6 and at least 480 students in grades K-7 in 2016-17. Enrollment is projected to be 1,300 in grades K-12 by 2021-22.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy has requested no waivers.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

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Note: All applicants must address this statutory requirement.

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Beta Academy understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Beta Academy is requesting **\$799,929** in start-up funding to provide salaries during the planning period—May 1 through September 26 (30 days after the first day of school) as well as much-needed furniture and fixtures, technology, curriculum and instructional materials, and operational support. The following sections provide additional detail.

Salaries and Benefits (@ 25%) in the amount of **\$214,429** will support pay for teachers, instructional aides, secretary/admin, nurse, Superintendent/CEO/Principal, CFO, instructional manager, security, office aid, substitutes, and extra-duty pay for teachers in accordance with the guidelines of the grant (no salaries will be paid past the first 30 days of school operations).

Professional and Contracted Services in the amount of **\$70,000** will support teacher training in Whole Brain Teaching, Hands-on Learning, Interactive Student Notebooks, and AVID as well as the school's website design, design of marketing and recruitment materials, the Reading Horizons site license (for ESL students), and IT services such as computer installation and maintenance.

Supplies and Materials in the amount of **\$289,600** will purchase desktops for students (computer lab); desktops for office/admin; laptops for students, teachers, and staff; tablets for students; printers for students, teachers, office/admin, and the teacher workroom; projectors for all teachers; SmartBoards for teachers to share; TVs/DVD players and carts; document cameras for all teachers; walkie-talkies for administrative communication and security; a hall pass security system; instructional software and apps; NWEA MAP assessment materials; DMAC Solutions student data management system; AVID curriculum materials; math manipulatives; maps, globes, etc.; books for classroom libraries; PE/recreation equipment; student recruiting and marketing materials; nonconsumable office/admin/desk supplies; and misc. computer cables, power strips, extension cords, etc.

Other Operating in the amount of **\$2,800** will fund travel related to staff recruitment (mileage/airfare, hotel/lodging, per diem, etc.).

Capital Outlay in the amount of **\$223,100** will fund Accelerated Reader books and software, PEIMS/payroll/HR software (Websmart or similar); office/admin furniture (desks, chairs, locking file cabinets, bookshelves); classroom furniture (student desks, chairs, and bookshelves); a color copier, cafeteria tables; equipment for the teacher workroom (shelving, paper cutter, laminator, shredder), and a fax/scanner for admin use.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this

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requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding

Beta Academy will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Beta Academy will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

ARDs and IEPs

Scholars will be accepted to attend Beta Academy without discrimination on the basis of disability. Individuals qualified as disabled will be offered a free and appropriate education as required by Section 504 of the Rehabilitation Act of 1973. Beta Academy believes every child can learn and the development of appropriately challenging goals for each scholar, detailed on his or her individual education plan (IEP), is essential, not only to satisfy federal and state requirements but also, to realize Beta Academy's vision of developing future scholars and leaders who can function competitively in the global marketplace. Scholars will be qualified for special education services according to the Admission Review and Dismissal (ARD) committee member's determinations. This committee will also monitor progress, make appropriate changes to scholars IEP, and address the results of re-evaluations as part of the organic process of maximizing scholar achievement in the areas addressed.

Beta Academy understands that outcomes for students served by Special Education supports cannot be predetermined but must be established by an ARD (Admission, Review, and Dismissal) Committee. ARD meetings will continue to be held when students requiring Special Education services enroll and in accordance with state law to ensure the child is offered a Free and Appropriate Public Education (FAPE) while attending Beta Academy. The school administrators and staff intend to follow all state and federal guidelines concerning required services, procedures, and systems and will provide the full spectrum of services for students with Individualized Education Plans (IEPs), including Resource (pullout) services, Inclusion (in-class) services, and Response to Intervention (RtI).

Teacher Preparation and Training and Student Support

All special education teachers at Beta Academy will be fully certified. Students with special needs will receive the services stated in their IEPs. In addition, the special education teacher will work closely with the general education teachers to co-plan and co-teach in all of the core content areas to assist students needing special education support services. Wherever possible, and in accordance with the IEPs, students will be served in the regular core content classroom via Inclusion methods. The special education teacher will also work alongside the general education teacher to ensure the accommodations and modifications stated in each child's IEP are upheld.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement

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standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day

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By TEA staff person:

decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

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Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements

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County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

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By TEA staff person:

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

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Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

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By TEA staff person:

County-district number or vendor ID: 101870

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

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By TEA staff person:

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

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By TEA staff person:

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **101870**

Amendment # (for amendments only):

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By TEA staff person:

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Beta Academy is not a Subchapter C Campus Charter School.

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On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements															
County-district number or vendor ID: 101870										Amendment # (for amendments only):					
TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															0
Open-Enrollment Charter School		80	80	80	60	40	40	20							400
College/University Charter School															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:		80	80	80	60	40	40	20							400
Total Staff															39
Total Parents															600
Total Families															510
Total Campuses															1
TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															0
Open-Enrollment Charter School		80	80	80	80	60	40	40	20	0	0				480
College/University Charter School															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:		80	80	80	80	60	40	40	20	0	0				480
Total Staff															53
Total Parents															720
Total Families															612
Total Campuses															1

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **101870**

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															0
Open-enrollment Charter School (TEC Subchapter D)		5	5	10	15	15	10	5							65
College/University/Jr College Charter School (TEC Subchapter E)															0
New School Under Existing Open-Enrollment Charter School															0
TOTAL:		5	5	10	15	15	10	5							65

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Texans Can Academies	Houston Can Academy – Hobby	057804010
2.	Houston ISD	Pro-Vision Academy	101912332
3.	Houston ISD	Blackshear ES	101912110
4.			
5.			
6.			

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **101870**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **101870**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **101870**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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